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OUR FREE SCHOOL SYSTEM. No. IV.

ANOTHER important point, in which our Free School System is defective, is the examination of teachers. As the law does not determine who shall, or who shall not, be eligible to the office of a school committee man, it must follow, that the selection depends in a great measure upon circumstances. In times of religious excitement, one sect will exclude the clergymen of another, or the no-religionists may exclude all clergymen. In times of political heat, one party may exclude the other, although the most competent men may belong to it; and, even when sects and parties agree, it is well known that the best men are seldom willing to serve, because they can not afford to do the work for nothing, the honor being a doubtful reward, or because they can not spare the time to do the work faithfully, and can not, therefore, conscientiously undertake it. The difficulty would be greatly increased, if those who serve were fully conscious of the immense responsibility which rests upon a committee-man. If his duty consist merely in going through the legal routine of duty, he may not be appalled; but, if he is aware that the improvement of the schools to the utmost is required of him by that higher law which demands progress, and never settles into routine, he may well pause and ask, who is sufficient for this thing?

Few regulations are more absurd, as well as injurious, than that which requires the prudential committee to seek out a teacher, and contract with him, and then send him to the

town committee to be examined. If the prudential committee does his duty to the best of his ability, he naturally feels hurt at the rejection of his nominee, and it not unfrequently happens that a contest arises, and the school is suspended or the rejected candidate employed. On the other hand, the school committee, knowing that the prudential committee has taken pains, and perhaps spent time and money in obtaining the man presented for examination, may be reluctant to reject him, though satisfied of his incompetency. A late law vests the selection and employment of teachers in the town committee, and the evil would be remedied, did not the same law, as we think, unwisely, allow the towns to transfer the duty to the prudential committee of each district.

By law, the teachers of common district schools are required, among other things, to teach orthography, reading, penmanship, arithmetic, English grammar, geography and physiology. The statistics, that we have collected in person, authorize us to say, that the teachers are generally superior to the majority of the school committee in all these branches, and it often happens that the committee, who have rejected a candidate, could not stand an examination better than he did; for they ask questions which are familiar to themselves, but may be very unready to answer miscellaneous and unexpected ones. As to the teachers, our data, which are very extensive, authorize us to say that their orthography is very defective, even after they have passed through the Normal schools, or been employed several seasons. Not one in a hundred is an excellent reader, and the majority fail in every important point. In penmanship, not one in thirty is fit to be a model, and the use of printed systems is fast reducing the proportion to one in a hundred. In arithmetic, not one in fifty can add a long column of figures, rapidly and correctly. English grammar is of little practical use to one in fifty of them, and English composition, even the mechanical part of it, is yet a mystery to nine tenths of them. Of geography they retain very little, and acquire very little by teaching their pupils, because they rarely draw maps or use any effectual means to impress forms and facts upon their memories. To physiology, as yet, they have paid less attention than to the other branches. It should be added that there are honorable exceptions among the district teachers, and this statement is reluctantly made in the full belief that it is necessary, in order to arouse them and the public to the necessity of reform. As Teachers' Institutes can not make up for a defective education, perhaps one of their most valuable

fruits is the knowledge of his deficiencies which it sometimes forces upon the young teacher.

Now, most of the teachers to whom these remarks are applicable, have been employed in our public schools, and what must the examination have been through which they successfully passed! It follows, that the examination was superficial, or the committee incompetent, and we see not how, under the present arrangement, it can be otherwise. There is no fixed standard of qualification, and what suits the committee of one town may be rejected by the next. "You do not seem to understand orthography," said a committee-man to a candidate. "No matter," replied he, "you know I shall always have the book before me." It is clear that the teachers will hardly be induced to raise the standard, unless the committee first raise theirs. If they should do this, and the towns should enable them to pay liberally for superior teachers, such would be forthcoming very speedily. Whenever we have been applied to to furnish a superior teacher, if the salary has been liberal, we have always easily found a competent man. We have our eye on hundreds, who will step into the schools the moment the compensation is equal to that in other employments.

If teachers were what they ought to be, they never would submit to the degradation which is often involved in a legal examination. They would consider their profession as honorable as any other, and would do as other professions do, have a tribunal of their own members to judge of their qualifications. Physicians are not examined by clergymen, nor clergymen by lawyers, and yet this would be no more unreasonable than the present arrangement, which not only allows the three *learned* professions to sit in judgment upon the teacher, but which does not require any qualification in the judges, not even the doubtful one of what is, often by a sad misnomer, called a *liberal* education. The teacher must acquire knowledge, as the lawyer, physician and clergyman do; but the business of a teacher, the art of communicating knowledge to children, is as distinct from the practice of law as that is from the practice of medicine, and can only be judged of by practical teachers. The amount of knowledge that a man possesses, has little or nothing to do with his ability to impart knowledge to children, or his tact in governing them. A jug may contain better than a pitcher, but it can not pour out without difficulty.

There can be no doubt that the person who examines a teacher should himself be, or have been, a skilful teacher, and

all decisions should be founded on demonstration, for, how can a correct judgment be formed of one's ability to teach, unless his skill is tested in the school-room? In other articles, in this and the last number, we have advocated the appointment of a Superintendent fully competent to teach any school in the town, and, therefore, we shall not enlarge upon this point. If the plan is adopted, the probability is that a new class of officers will arise in this community, that of general teachers, men who will be paid as much as High school teachers, and who will be expected to go into every school introducing improvements, teaching teachers, and being responsible for all the schools and all the teachers.

TRUE KNOWLEDGE A BOND OF AFFECTION.

[CONTINUED FROM THE LAST NUMBER.]

The conduct of parents was often at variance with the instructions of the teacher, and many a time was the conduct of the household improved, if not entirely changed, by the example and conversation of the child. "John," said Mrs. Dale, the wife of an industrious farmer, "if any of the Lows come here for grain or butter, you must tell them we have none." "But, mother," said the boy, "we have plenty of both, and sell constantly to other persons." "No matter," said the mother, "they do not pay punctually for what they buy, and we can not let them have any more." "Then, mother, why not tell them so, instead of telling them what is—not—" "Not what, John?" "I do not like to say, mother. The teacher tells me that I must always speak the truth, and that I must never speak disrespectfully to my parents." "We do not mean it for a *lie*, John, but we wish to save the feelings of our neighbor, who will not like to be refused." "But, mother, the Lows will know that we sell to others, and then, besides being offended, they will think we are liars also, and this will make the matter worse." That very day Mr. Dale saw Mr. Low, and in a mild and friendly way told him that he could not afford to sell his produce without being paid for it, and as it was painful to him to refuse to sell to a neighbor, he hoped he would contrive in some way to be more punctual. Mr. Low, so far from being offended, apologized for his neglect,

paid punctually in future, and liked neighbor Dale all the better for his frankness.

On another occasion, little Sarah May, while she was sitting in her father's lap, after his return from a hard day's labor, said to him, as he puffed the smoke of his pipe into her eyes, "Father, why do you smoke a pipe?" "Why do I smoke a pipe, baby? Why do you ask such a question?" "Is it an improper question, father?" "Not improper, my baby, but little girls do not often ask their fathers such a question." "Is it a hard question to answer, father?" "Well, baby, I smoke because I like to smoke." "May we do any thing because we like to do it, father? Our teacher says we often like best what is wrong." "Did your teacher tell you that I did wrong to smoke?" said Mr. May, ready to take offence. "No, father, she never named you or any one; but, the other day, when Joe Stager was smoking in the school-yard, she told him never to do so again, and when he said that men did so, she said that she was sorry for it." "Did she tell him why it was wrong, my baby?" "Yes, father, she said poor persons could not afford it, and it often injured their health. She said too that it was a troublesome habit in itself, and often led to intemperance." Mr. May knocked the tobacco out of his pipe, as he said to Sarah, "your teacher is right about it, baby, and you may carry the pipe to her to-morrow, and tell her I shall never smoke any more. It is a useless habit, if not a bad one, and I'll have done with it, and the first money I save by not smoking, shall buy her little missionary a new pair of shoes."

But perhaps the most beautiful exhibition of the outdoor influence of the discipline we have commended, was seen in the cottage of Mr. Somers. When little Mary was alone with her father, in the evening, they studied together. She learned to write the alphabet, and after she had written the words of her spelling lesson on a slate, her father heard her spell them, and he did not conceal the fact that the lessons were at least as useful to him as to the little pupil. After spelling in this way, the father and daughter would read together from the school reader, and they always concluded the exercises of the evening with a chapter from the Bible. One evening, after the Scriptures had been read in this way, little Mary asked her father why he did not pray as the teacher did. The question startled Mr. Somers, and he hesitatingly said, he did not know how. "But you hear me pray, father, and can you not say 'Now I lay me' as I do?" "I can, baby, and I will; let us now say it together." They did so, and from that time Mr.

Somers was never heard to say that he did not know how to pray. As Mary advanced in her studies, her father advanced also. He studied geography by teaching his child. He made a small black-board, on which they practised arithmetic and the elements of drawing and English grammar. The result was, that the defective education of Mr. Somers was in a great measure made up by this mutual instruction; and this constant intercourse of parent and child not only kept the bond of affection bright, but gave it new strength from day to day. The children of rich parents often wonder that the children of the poor can love their parents as they do; but it was evident to all that Mr. Somers was all the world to little Mary, and she was more than all the world to him.

By the time that Mary was sixteen years old, her father was the owner of a little farm, and as universally respected for his intelligence as he had always been for his uprightness. Mary was allowed by all to be qualified to teach the village school, and the school committee very gladly gave her the situation. Lest it should seem unjust in the committee to supersede a teacher whom all respected, by a pupil who owed so much to her; and lest the acceptance of the school, under such circumstances, should be considered an inexcusable fault in Mary's character, it will be necessary for us to add that, when that excellent woman relinquished the office of Mary's teacher, she did so that she might become to Mary, in form, what she had so long been in fact, an affectionate mother.

A. P. H.

GREAT IN LITTLE.

BY CHARLES MACKAY.

A traveller through a dusty road
Strowed acorns on the lea,
And one took root, and sprouted up,
And grew into a tree.
Love sought its shade at evening time,
To breathe its early vows,
And age was pleased, in heats of noon,
To bask beneath its boughs;
The dormouse loved its dangling twigs,
The birds sweet music bore;
It stood a glory in its place,
A blessing ever more!

A little spring had lost its way
 Amid the grass and fern ;
 A passing stranger scooped a well,
 Where weary men might turn ;
 He walled it in, and hung with care
 A ladle at the brink ;
 He thought not of the deed he did,
 But judged that toil might drink.
 He passed again,—and lo ! the well,
 By summers never dried,
 Had cooled ten thousand parching tongues,
 And saved a life beside !

A dreamer dropped a random thought ;
 'Twas old, and yet 'twas new,—
 A simple fancy of the brain,
 But strong in being true ;
 It shone upon a genial mind,
 And lo ! its light became
 A lamp of light, a beacon ray,
 A monitory flame.
 The thought was small,—its issue great,
 A watch-fire on the hill,
 It sheds its radiance far adown,
 And cheers the valley still !

A nameless man, amid a crowd
 That thronged the daily mart,
 Let fall a word of hope and love,
 Unstudied, from the heart ;
 A whisper on the tumult thrown,—
 A transitory breath,—
 It raised a brother from the dust,
 It saved a soul from death.
 O, germ ! O, fount ! O, world of love !
 O, thought at random cast !
 Ye were but little at the first,
 Though mighty at the last !

SEPARATE EDUCATION OF BOYS AND GIRLS.

The following extract from the writings of Charlotte Elizabeth is in accordance with the opinions of many in this community, but all our experience leads us to think that it is altogether too poetical:—

“Parents do wrong,” she says, “to check, as they do, the outgoings of fraternal affection, by separating those whom God has especially joined as the offspring of one father and mother. God has beautifully mingled them by sending now a babe of one

sex, now of the other, and suiting, as any careful observer may discern, their various characters to form a domestic whole. (1)

"The parents interfere, packing the boys to some school where no softer influence exists to round off as it were, the rugged points of the masculine disposition, and where they soon lose all the delicacy of feeling peculiar to a brother's regard, and learn to look on the female character in a light wholly subversive of the frankness, the purity, the generous care for which earth can yield no substitute, and the loss of which only transforms him, who ought to be the tender preserver of woman, into her heartless destroyer. The girls are either grouped at home, with the blessed privilege of a father's eye still upon them, or sent away in a different direction from their brothers, exposed through unnatural and unpalatable restraints, to evils perhaps not so great, but with every danger as wantonly incurred, as the others. (2)

"The shyness, miscalled retiring modesty, with which one young lady shrinks from the notice of a gentleman, as though there were danger in his approach, and the conscious coquettish air, miscalled ease, with which another invites his notice, are alike removed from the reality of either modesty or ease. Both result from the fictitious mode of education; both are the consequence of nipping in the bud those sisterly feelings that form a fair foundation for the right use of those privileges to which she looks forward as a member of society; and if the subject be viewed through the clear medium of Christian principle, its lights will become more brilliant, its shadows more dark, the longer and the closer we contemplate it." (3)

(1.) This is a mistake, in New England, at least; for, although the aggregate number of males and females is remarkably equal, it rarely happens that "God sends now a babe of one sex and now of the other" into one and the same family. In our own case, the proportion is six to one, and we do not know an instance where the number of each sex is equal. Of course, the argument derived from the "beautiful mingling" falls to the ground.

God sends children into *families*, but not into *schools*, for schools are among "the inventions that men have sought out." If education were what it ought to be, and manners, morals, religion,—the heart and not the intellect,—were the chief care of teachers, there would be some show of reason in bringing the sexes into the presence of each other at school, for, many of the most refined and beautiful traits of character would arise from

this intercourse ; but, in the present condition of our schools, arising from an inappropriate course of study, and inexperienced teachers, this commingling is the height of imprudence, and is inconsistent with the prayer, that we may not be led into temptation. The remarks of Charlotte Elizabeth may, however, refer to boarding schools, where the boys leave home, and associate only with their companions, and this case is different from that of our common schools, where the boys live at home, and have all the benefit of intercourse with their sisters and female relatives and friends ; but, as few children, who can be educated at home, are sent away, the probability is, that even such usually gain by the transfer. At any rate, there is no inherent cause why children, whether boys or girls, under the constant and particular care of competent teachers, with the social intercourse which is occasionally allowed them, should not improve in manners and morals. The prejudice which exists against boarding schools arises, we think, from their mismanagement, and not from any inherent defect.

(2.) We believe that entire seclusion from the other sex is never attempted in Protestant boarding schools, and it may be doubted whether any children behave worse at a boarding school than they would do at home. It is a notorious fact, that many children, unmanageable at home, are for this very reason sent away ; and, in estimating the discipline of boarding schools, this consideration must not be overlooked. But to return to the common schools. Children are not sent to these to learn how to treat the opposite sex, and neither the laws of the State nor the school committee's rules require the instructor to teach this. No lessons on this subject are given in our Normal schools. Our opinion, based on much observation, is, that when boys and girls are educated in the presence of each other, their instincts are quickened ; their attention is turned from study to what, in the girl, is called flirtation, and it rarely happens that every boy has not his favorite. It would be beautiful to see wolves and lambs in the same field, for each have qualities that they might exchange to advantage, but most shepherds prefer to keep the animals apart, for "instinct," as Falstaff says, "is a great matter."

(3.) We have always maintained that the New England practice of having both sexes in the same school is a defect, especially when, as is too often the case, the school-room is small, and the yard in common. As every school has some bad boys and some thoughtless girls, it is impossible to prevent evil influences. We carry this so far, that we would separate

the sexes in our primary schools, if it were for no other reason than the different discipline and different studies required of boys and girls. We presume that no man would ever dream of applying corporal punishment to girls, unless it were made the penalty of some offence, which girls as well as boys may commit, and from whose penalty one can not be excused in the presence of the other.

The plain truth is, that boys have intercourse enough with the other sex at home, or at the parties to which they have access. They see females at church, and in the street, and the separation of the sexes in the common schools would make no approach to seclusion. Boston is right, therefore, in her system, which, for more than half a century has liberally provided separate schools for boys and girls over seven years of age, and we hope to live to see the day when the separation will be extended to the primary schools also.

\\ SCHOOL LAWS OF MAINE.

The Maine Legislature of last year adopted a new School Act, which makes some improvement upon former acts, and, in some respects, is in advance of our own.

By Section 8 of Article I, every town is required to choose a Superintending School Committee of three persons for the term of three years, one retiring each year. They are to be paid "one dollar a day for their services, and no more, unless otherwise ordered by the town."

There is nothing to limit the services, and the pay may be equivalent to a salary of \$300 a year, but the probability is, that, in Maine, as in Massachusetts, the committee are not expected to run up a large bill for services, and the law may be no more liberal than ours, which says, that, "For every day in which a member of the committee shall be actually employed in discharging the duties of his office, he shall be entitled to receive a dollar a day," and as much more as the town may add.

By Section 9 of the same Article, a most important change is allowed. "Any town containing 2,000 or more inhabitants, instead of a committee, may choose some competent individual, an inhabitant of said town, who shall be constituted a Supervisor of the public schools of the town; the same to be duly

sworn, and to have all the powers, privileges and duties, and in respect of all the provisions of this act, to stand in the place of a Superintending School Committee, as by law provided."

This will afford an opportunity to every town, so disposed, to try the experiment of a Superintendent, but we do not see that any provision is made for paying this officer, unless his "having all the powers, privileges and duties" of the Superintending Committee entitles him to the dollar a day, which, we fear, will never command the services of a competent man, a scholar, a gentleman, and, by all means, a practical teacher, fully up with the times.

By Section 3 of the same Article, "Any town, at its annual meeting, may vote to choose, and, in such case, shall choose, an Agent for each school district in such town."

This Agent corresponds to the Prudential Committee of Massachusetts, and his duties, as far as we can see, conflict in the same manner with those of the Superintending School Committee; but, by Section 11 of Article I, this officer may be dispensed with, and his duties given to the Superintending Committee, whose number may in such cases be increased. Nothing is said of the Supervisor's assuming and performing the duties of all the School Agents, as well as of the Superintending Committee, but this is to be inferred from the terms of the 9th section above given.

We hope the good people of Maine will extensively dispense with Committees, and try the Supervisors, that Massachusetts may have the benefit of her experiment, as well as of that which has been long going on in New York; for, the mother State has grown cautious in her old age, and instead of trusting to her own judgment, and taking the lead, as of yore, she seems to be looking for authorities and precedents.

THY ERRING BROTHER.

BY GEORGE W. BUNGAY.

For others' weal let good men labor,
And not for fame or paltry pelf;
And mind the maxim, Love thy neighbor
As much as thou dost love thyself.

Deal gently with thy erring brother,
Forgive, as thou wouldst be forgiven;
If here we love not one another,
How can we dwell in love in heaven?

And should thy feeble brother stumble,
And often fall upon the road,
Though poor, despised, deformed and humble,
Just raise him up, and point to God.

Crush not the heart that's almost broken,
But light up hope and banish fear ;
A pleasant word, when softly spoken,
Will heal the wound and dry the tear.

Can we forget our own behavior ?
Can we for all our sins atone ?
Let him who needs no blessed Saviour
Be first to scourge or cast the stone.

Oh, let us make the whole world better,
Than 't was the day it gave us birth,
By breaking every yoke and fetter,
And spreading light and truth on earth.

And then we shall behold the dawning,
Of good times we have sought so long ;
The light of that millennial morning,
Of cloudless sun and ceaseless song.

GERMAN AND ENGLISH SCHOOLS.

[From Dickens's Household Words.]

The following playful contrast between German and English schools will apply as well to New as to Old England. We commend it to teachers and school committees. [Ed.]

Just step into the interior of one of these same German schools, and see what manner of outlandish work is going on. There ! Did you ever see the like of that ! Call that a school ! The boys are comfortably seated, and the master stands !

Mean-spirited fellow, there he stands, as though it were he who had the hardest work to do ! The room is lofty, airy, and well warmed ; the children sit, I do believe, in absolute enjoyment of the lesson. No other sound interrupts the teacher and his class ; the other classes are under the same roof in other rooms. Ruined by luxury, there sit the children—with a grown man, and, what's worse, a trained and educated man, standing before them, pouring out his energies. He isn't hearing them say their lessons out of book ; the lesson they have

learned out of a book, he is explaining with all the art of a Jesuit, enlivening with anecdotes, sprinkling about with apt questions. The children are all on the *qui vive*, and asking questions in their turn—why don't he knock 'em down for their impertinence? See! now he asks a question of the class, up go two dozen little hands! The owners of those little hands believe that they can answer it. There! he selects one to answer, who looks pleased at the distinction. When the next question comes, he'll tackle some one else.

Now comes a lesson in geography. He takes a piece of chalk, and turns to the black board. Dot . . dot . . dot. There is a range of mountains. As soon as its shape is defined, the children eagerly shout out its name. In five seconds the names of five rivers are indicated, and named as fast as they are drawn, by the young vagabonds, who watch the artist's hand. Down go the rivers to the sea, and—dot . . dot . . dot . . —a dozen and a half of towns are indicated, every dot named in chorus. Then comes the coast line, boundaries of countries, provinces, and other towns. In ten minutes there is on the board a clever impromptu map of Germany, and the children have shouted out the meaning of every dot and stroke as it was made. They think it better fun than puzzles. Very pretty!

Now there he is, beginning at the school yard, talking of its size; then advancing to a notion of the street; then of the town, then of the province, and leading his pupils to an idea of space, and the extent of country indicated upon such a map. Truly abominable all this is! Where's the discipline, I should like to know. If school is not made the preliminary Hall of Sorrow, how are men to grow up, able to endure such a House of Trouble as this world notoriously is? How can the mind be strengthened more effectually than by giving it at first the daily task to learn by rote, as exercise of simple memory? The less the task is understood, the more the memory is exercised in learning it; and so the better for the child. What will become of a man whose ears when he was young, were never boxed; whose hands were never bruised by any ruler; who in his childhood regarded canes in no other light than as objects of botanical curiosity? What I say of a boy is, that he ought to be thrashed. My notion of education,—and I believe the British nation will bear me out in what I say,—my notion is, that we ought to have a decidedly uncomfortable school-room—very hot—a good, dizzy, sleepy place, with lots of repetition of the same thing, to insure monotony;

and that the children should learn by heart, every day, a certain quantity of print out of school books, and show they have learned it by repeating it to their teacher, who must sit down and look big, upon a stool or a chair, and have a cane or a ruler on the desk before him;—that while saying their lessons, they should stand uncomfortably, and endure, Spartan like, the wholesome discipline of fatigue, blows, bodily fear, and great mental perplexity. That's the way to learn, it's well known. Don't we *all* remember what we learnt that way? The teacher who has only to hear whether certain words printed before him are repeated accurately; to detect, perhaps, if he don't mind that trouble, errors in a sum; to direct a writing class; the teacher who can read, write tolerably, add, subtract, multiply, and divide with moderate correctness, and who has the knack of filliping upon the head, with a stern manner, for the sake of being what is called a strict disciplinarian,—that's the jockey to manage children.

But those Germans, who write three hundred volumes on the science of teaching for every one we get in England on the subject, think quite otherwise. In all their states by practice, and in some by special law, the knocking of heads, the pulling of ears, and all such wholesome pleasures, are denied the school-master. Flogging is resorted to most rarely. The following is a school regulation of the Government of—Austria. Austria, my English friends!

“The teacher must carefully avoid hastily resorting to the rod; he must neither box a child's ears, nor pull or pinch them; or pull its hair; or hit it on the head, or any tender part; or use any other instrument of punishment than a rod or stick; and that only for great faults. Even then, this kind of punishment may only be resorted to after having obtained the consent of the Landrath, and of the parents of the child, and in their presence.”

Themistocles had so great a memory, that he desired to be taught the art of forgetfulness.

Memory is the soul's treasury, and the soul is clad or naked, adorned or in rags, as her treasury is well or ill supplied.

OLD THINGS BECOMING NEW.

In the "WIT'S COMMONWEALTH," a small volume, published a hundred and thirty years ago, for the use of schools, are the following sentiments under the head of *Schools*, and it is interesting to see that what are now called innovations are somewhat aged. [Ed.]

1. Tyranny is vile in a school-master, for youth should rather be trained with courtesy than compulsion.

2. Because youth by nature is wild, therefore should school-masters break them by gentleness.

3. Women prove the best school-masters,* when they place their delight in instruction.

4. Women ought to have as great interest in schools as men, though not so soon as men, because their wits being more perfect, they would make men's reputations less perfect.†

5. Two things are to be regarded in schools and by school-masters; first, *wherein* children must be taught, next, *how* they should be taught.‡

6. Nature not manured with knowledge bringeth forth nothing but thistles and brambles.

7. The best wisdom is to know a man's self, and learning and schools should first bring this knowledge.

8. This education is the first, second, and third part of life, and without it all knowledge only gives arms to injustice.

GRAMMATICAL.

"MR. EDITOR,—In the sentence, 'He thought that more money was used by the Legislature than they had a right to,' what part of speech is *to*? If an adverb, what does it qualify? If a preposition, what does it govern?"

We are inclined to think it is a preposition governing *than*, which we suppose to be what Murray calls a pronoun. He thought that as much money was used by the Legislature as

* The book was published in England and not in Ireland.

† This is ahead of our time, which only pretends to the equality of the sexes.

‡ Until the *wherein* is settled, men will in vain speculate upon the *how*. One item of the *wherein* is hinted at in the seventh and eighth sentiments.

they had a right *to*; had need *of*; had use *for*, are similar expressions.

We confess, however, that few words puzzle us more than *than*, although we are satisfied that *than* is one form of *that*. We say, in the positive, This is as good *as* I have seen. In the comparative, This is better *than* I have seen. In the superlative, This is the best *that* I have seen. We have no doubt that *as*, *than* and *that*, in these sentences, are the same word, and objects of *have seen*. If our correspondent has any better theory, we shall be glad to know it. [Ed.]

Another correspondent says:—

“MR. EDITOR,—I noticed on page 160, Vol. XII, of your Journal, that, in speaking of the execution of certain drawings, you say they ‘are *very correctly drawn*.’ I suppose, *nearly correctly drawn* was intended, because, if they were correctly drawn no qualifier is required.”

We think our friend will have his hands full if he intends to carp at *very correctly*, and similar expressions. *Very true, very round, the very worst, the very last*, may be exaggerated expressions, but they are good English, and authorized by the best models. Is our correspondent aware that *very* is the French adjective *vrai, true*, and when used as an adverb in English, means *truly* and nothing more? His suggestion that, when we said *very correctly* we meant *nearly correctly*, is a great mistake; we meant that they were *unusually correct*, correct beyond the common standard of correctness in such matters.

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